

97-84053-12

Can a sufficient mid-day
meal be given to poor...

London

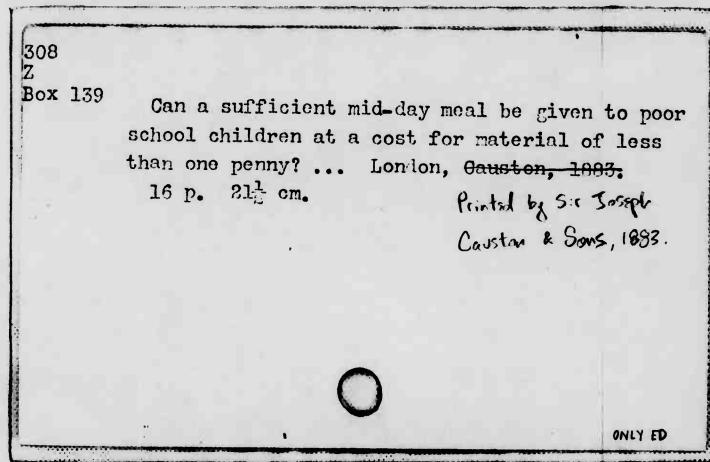
1883

97-84053-12
MASTER NEGATIVE #

COLUMBIA UNIVERSITY LIBRARIES
PRESERVATION DIVISION

BIBLIOGRAPHIC MICROFORM TARGET

ORIGINAL MATERIAL AS FILMED - EXISTING BIBLIOGRAPHIC RECORD



RESTRICTIONS ON USE: *Reproductions may not be made without permission from Columbia University Libraries.*

TECHNICAL MICROFORM DATA

FILM SIZE: 35 mm

REDUCTION RATIO: 9:1

IMAGE PLACEMENT: IA IIA IB IIB

DATE FILMED: 3-26-97

INITIALS: MS

TRACKING #: 22805

FILMED BY PRESERVATION RESOURCES, BETHLEHEM, PA.



308
Z
Box 139

*Can a sufficient Mid-day Meal
be given to poor School Children
at a Cost for Material of less
than One Penny?*

	PAGE.
MR. MUNDELLA'S SPEECH	3
"THE LANCET" ON IT	9
POSITION OF PARENTS	11
MATERIALS OF MEALS	12
THE FARRELL N.B. METHOD	13

LONDON:

PRINTED BY SIR JOSEPH CAUSTON & SONS, 47, EASTCHEAP, E.C.;
AND 114, SOUTHWARK STREET, S.E.

NOVEMBER, 1883.

*Can a sufficient Mid-day Meal
be given to poor School Children
at a Cost for Material of less
than One Penny?*

*Ladies in this matter may easily render
signal service to the little ones.*

*Read the following details of what has for
some years past been done in the West of
England and in Scotland, and then see
whether like arrangements could not, with
advantage all round be made in your own
neighbourhood.*

NOVEMBER, 1883.

LONDON:

PRINTED BY SIR JOSEPH CAUSTON & SONS, 47, EASTCHEAP, E.C.;
AND 114, SOUTHWARK STREET, S.E.

*Extract from Speech delivered by the Right Honorable
A. J. MUNDELLA, in the House of Commons, on
Thursday, July 26th, 1883.*

My attention has been much attracted to two phases of this question; one has reference to what has been said about the alleged overwork of the children; and the other has reference to the wretched homes in which the mass of the children live, and the question of under-feeding. I am bound to say the question of under-feeding, as far as I can gather, is by far the most serious question of the two. Mr. Marchant Williams, one of the Inspectors of the School Board of London, has, from his own interest in the question, been making very careful inquiry into the condition of all the thousands of children at present attending the School Board schools in London. There is an impression among many people that education in London has not reached the class for which it was intended; that we are not dealing with the poorest classes; and that the School Board of London is not bringing under the system the very poorest, most wretched, and most miserable among the outcast population. I cannot conceive a more mistaken notion, for anyone who takes up Mr. Marchant Williams's Report, and who will visit the schools in Whitechapel, Finsbury, Marylebone, Walworth, or Bethnal Green, will be somewhat astonished at the wretched character of the surroundings of the children, and the wretchedly-fed children who are to be found in those schools. My attention was first called to the question by an accident, which I will shortly relate to the Committee. I was referred to a school in the country which is doing marvellously good work, and which has had surprisingly good results among a scattered population, and I wanted to know how those results were accounted for. I made an inquiry of the Inspector with respect to that school, and I will state to the House the result. It was a rural school in

Devonshire. [An hon. MEMBER: Whereabouts?] It is on the Coast, at the village of Rousdon; and the results of that village school have been very startling. In 1880 there were on the books of the school 89 children; the average attendance was 76; 79 were eligible for examination; and there were passed 98 per cent. in reading, 96 per cent. in writing and spelling, 98 per cent. in arithmetic, 56 per cent. in geography, 79 per cent. in grammar, 8 in literature, and 5 in domestic economy. That was rather a heavy programme; but, at the last inspection, which came off some two or three months ago, I find the following was the result:—There were 84 children on the books; the average attendance was 81·6; 81 out of the 84 were eligible for examination, and there passed 100 per cent. in reading, 100 per cent. in writing and spelling, 98 per cent. in arithmetic, 100 per cent. in geography, 87 per cent. in grammar; while 14 passed a good examination in literature, and 11 passed well in domestic economy. Order, discipline, singing, and needlework were reported good, and the school was classed "excellent." It is impossible that there could be a better school than that.

MR. W. E. FORSTER: Was it under a master and mistress?

MR. MUNDELLA: Yes; there are both a master and mistress.

MR. W. E. FORSTER: Is it a board school, or what?

MR. MUNDELLA: It is a National School, which was set up a few years ago by an hon. Member of this House, who, finding the success of the schools of the neighbourhood lacking, the labourers wretchedly fed, the population poor and scattered over extensive districts, devised the means for getting better results than could ordinarily be obtained. He found that the children were poor and ill-fed, and that they could not walk two, three or four miles a day, bringing with them wretched morsels of food for dinner, with satisfactory results. Well, my hon. Friend who set up the school perceived that something must be done in the direction of feeding the children, as well as educating them, and he solved the difficulty in this way. He said—"I will supply the children with one sufficient meal a-day on the five days a-week they attend the school, and that meal, for material, shall not cost more than a penny a head." My hon. Friend is a thorough business man, and he has kept an account of every penny spent and received, and the result is not uninteresting. I hold in my hand a record of the quantity of food supplied. The account of

the expenditure was carefully kept to the utmost farthing; and, at the last examination, it was found that the total number of dinners given to the children was 110,221 from October, 1876, to December, 1882, at a total cost of 107,406 pence, and they were good full meals for every child. If anyone doubts how it can be done, I have here the items of flour, suet, meat, potatoes, bread, rice, sugar, and every other article consumed in the dinners supplied in that school, the total number of which was 110,221, at a cost of 107,406 pence for seven years. The average of solid food per child was about eight ounces. It could be fairly said that 10 dinners, including cooking expenses and wear and tear, did not cost more than 1s. The girls assisted in the cooking, which was part of the *curriculum* of the school. I thought I ought to inquire from Her Majesty's Inspector what his opinion was as to the experiment made in this rural school, and Mr. Howard writes—

"I believe that Sir Henry Peek's experiment has turned out a very great success. What strikes one at once in coming into the school is the healthy, vigorous look of the children, and that their vigour is not merely bodily, but comes out in the course of examination. There is a marked contrast between their appearance and their work on the day of inspection, and those of the children in many of the neighbouring schools. The mid-day meal is good, and without stint. It acts as an attraction and induces regularity of attendance. In fact, the number on the register is 84, and the average attendance, above 81, speaks for itself; but, besides that, the dinners supply physical material, by which better brain work can be done. The examination hardly does justice to the condition of the school; it gives the number of classes; but does not give the quality. In the accompanying sheets I have put down some statistics."

I will not give the statistics; but Mr. Howard shows that four out of five of the children passed easily. He goes on to say—

"Their work is most thorough; but, without regular attendance and intelligence to act upon them, much of it would be thrown away. As to the regular attendance, I find there are some children who have been in attendance 400 times a-year. It is not amazing, therefore, that this satisfactory result should have been produced."

The Inspector adds that—

"It is a real pleasure to examine the Rousdon School. Before the school was started, the education of the children of the neighbourhood was as low as in any part of the district."

He goes on to describe what was the real condition of the children in the neighbourhood. I do not bring this forward for the sake of complimenting the hon. Baronet opposite the Member for Mid Surrey (Sir Henry Peek); but I want to point a moral, and to show the connection between education and properly feeding the children. This

Rousdon School proves that children properly fed, and attending school regularly, not only enjoy a good *physique* and good health, but that they prosper in their education also. There is no over-pressure on those children, and it proves that there is no over-pressure where there is regular attendance and good feeding. The great difficulty we have to contend against is the lack of these two essentials. Let me refer the House to the case of the Jews' Free School, Bell Lane, Spitalfields. It is a school where the teachers have to grapple with enormous and unheard-of difficulties. There are about 3,000 children, who come in with a very imperfect knowledge of the English language, speaking a *patois* of two or three European languages, and most of them having some knowledge of Hebrew. The average attendance is 95 per cent, and the work done is amongst the highest in England. They pass a heavier *curriculum*, and in a larger number of classes, than any other school. The school is in every way excellent. Then, how is it done? I myself asked how it could be done among such a wretched population. The children, when not at school, are employed in selling newspapers, or cigar lights, or lucifer matches. They are poor Jews' children put to earn something directly the school hours are over, and it is surprising what the enterprize of these people is. But considerable influence is exercised by the benevolence of the friends of the school, who not only pay great attention to the wants of the children generally, but also present gifts of clothing, and in other ways help the children to attend the school. I am afraid that, in this respect, the Jews are very much better than the Christians. In the West End, the Jews do their duty thoroughly by the children of the East End Jews. I wish I could see the West End Christians doing the same by the East End Christians. I have here a statement with regard to three other schools. The first is the Saffron Hill School, Farringdon Road. It is a school supported by 313 families, 182 of which, or 58 per cent., live each in one room only. There are others who live two in a room; and so they go on, living one, two, three, four, five, six, seven, eight, nine, and even ten in a room. Fifty-eight per cent. of the children of the Saffron Hill School in the Farringdon Road come out of those wretched homes of one room. The Golden Lane School is supported by 487 families, 400 of which, or 82 per cent., reside in one room only; 21 per cent. have six persons and upwards in a room. The Tower Street Schools, Seven

Dials, are supported by 339 families, 289 of which, or 85 per cent. reside in one room each; eight of these families have nine persons in a single room; and so they range, from one to eight, nine, and ten persons in a single room. I am taking advantage of Mr. Marchant Williams's figures in regard to this question, and he reports upon a considerable number of schools. In the Drury Lane School the percentage of attendance is very excellent. The average attendance is 86 in the boys' department, 86 in the girls', and 71 in the infants' department; 52 per cent. of the children come from families living in one room only; 3 per cent. from families residing in two rooms; and 12 per cent. live in more than two rooms. The Vere Street School, close to Clare Market, was examined by Mr. Matthew Arnold, and he states that the way in which the boys recited a poem showed that they were extremely intelligent children, and that they had thoroughly mastered what they had learned. Nevertheless, 75 per cent. of those children belonged to families who reside in one room only. Many of the children are the offspring of the criminal and vicious classes. The children are to be pitied, and are sometimes found faint from want of food. Indeed, in many cases, persons have gone out to buy bread for the children, in order to enable them to stand the school labour. But if anybody supposes that these children are better out of school than in, it is the greatest possible mistake in the world. It is the one bright spot in the child's existence; it is his only place of happiness and comfort, and he is under good sanitary regulations while he is at school. He is warm, and well fed, and is subject to cheerful exercises, including singing and physical training, which are most enjoyable to him. Indeed, the children cry when their mothers want to keep them at home, and they cry also when the holidays come. There cannot be a better proof of what is being done by bringing the child into the school. I have only given the Committee facts with regard to three or four schools; but I could give a great many more, and I could show that all over London a fearful state of things exists, and that it behoves people with human hearts and ordinary minds to do something in order to help the children to attend school. I must say that my friend the hon. Baronet who sits opposite, the Member for Mid-Surrey (Sir Henry Peel) has set an example which ought to be taken up all over London. There is no country in which so little has been done

to help the children to go to school as in our own country—I mean to help them with food and clothing. Great sacrifices have been made by benevolent societies in America to rescue thousands of children from the streets of New York and elsewhere. Indeed, the results of those efforts have been something which we, in England, could hardly realize; but we now see that 10 dinners can be provided for 1s.; and if the West End would only do a little more in charity for the children of the East End thousands of these children might be saved from broken health, and induced regularly to attend school.

From "THE LANCET," August 4th, 1883.

SIR HENRY PEEK, Bart., is one of those large-hearted men who find their highest pleasure in benefiting whole classes of the population, and who work hard in private to secure the success of any enterprise they undertake. With his well known acumen he has struck right down at the root of the so-called "overworked" question, and recognised—we might almost say discovered—the real efficient cause of the evil, while other philanthropists not less interested or in earnest, but not so practical, have been lopping with sensational vigour at the topmost branches. SIR HENRY PEEK, looking with a keen business eye into the condition of the scholars of a national school of which he is patron, has perceived that they are, as a rule, underfed. Unfortunately this is *the* cause of the educational difficulty throughout the country. Children are generally "better clothed," as the phrase goes, than they were twenty or thirty years ago, but they are not properly or adequately fed. Social reform has been very much a whitening of sepulchres as regards the poorer classes. Police regulations have compelled parents to spend more money on the clothing of their children, but it has done nothing to improve the quality or to increase the quantity of their food. They look more respectable, according to our conventional notion of what constitutes "respectability," but they are just as hungry as, and therefore not happier than, they were before society, in one of its hyperphilanthropic moods, took their condition seriously in hand.

The Education system is *not* overworking children, but it is demonstrating that they are underfed. It would, indeed, be a boon to the country if all school patrons were as astute as SIR HENRY PEEK, and withal as sagacious in finding a remedy for the evils they discover. With admirable tact SIR HENRY has devised a system of cheap dinners for children. The parents pay five pence for five dinners in each week, so that they are not pauperised or released from their responsibility; and for this small sum the children have an excellent midday meal. It is needless to say that the "attendance" at school is found to be well-maintained, and the children are better, healthier, and happier than the children of other schools. This is a movement so praiseworthy that we cannot allude to it except in terms

of warmest approval. We do not hesitate to affirm that SIR HENRY PEER has shown school managers generally how to cut the Gordian knot of the education question. Do not reduce the number or difficulty of the lessons, but increase the quantity and improve the quality of the food.

That good feeding is necessary for brain-nutrition does not need to be demonstrated, or even argued at length. The brain is part of the body, and—referring to our recent remarks on “Overwork in Connexion with Education”—it must be evident that the position in which education places the brains of underfed children is that of a highly exercised organ urgently requiring food and finding none, or very little. These children are *growing*, and all or nearly all the food they can get is appropriated by the grosser and bulkier parts of the body to the starvation of the brain. If their brains were not stimulated by intellectual work they would be simply left undeveloped. As it is, they struggle for food with the other organs of the body, and every part of the organism is reduced to a condition favourable to disease. Other things being equal, a growing child with a hungry brain is worse off both in mind and body than a dullard. If the organ of mind were not at work it would not be so urgent in its demand for food, and even a poorly fed child might grow in body generally; but being mentally active and underfed, it can neither be healthy in brain nor in muscle. This is a matter of great moment, and ought to be carefully considered by all who have the care of the young. It is cruel to educate a growing child unless you are also prepared to feed him. Brain-nutrition makes a larger demand on the supplies than general nutrition, and it requires that its special needs shall be satisfied immediately. This is why fish is so useful to brain workers, because it is completely digested in less time and with less trouble to the stomach than most other articles of food. Children are generally provided with excellent powers of digestion and assimilation, but these faculties are useless without food. Children who are not adequately supplied with nourishment soon begin to look exceptionally sickly if they are made to work with their heads, whereas if only working with their bodies they may be fairly well on comparatively little.

*Particulars as to the Position of the Parents of the Children attending
ROUSDON SCHOOL, DEVON.*

Parent.	Children in all dependent.	At School regularly.	Position.	Wages and Emoluments equal to per week.	Pays Rent.	Pays for Schooling and the Mid-day Meal per week.	Arrears.
1	1	1	Farm labourer	14/-	0	5d.	
2	5	2	”	13/-	1/6	9d.	
3	1	1	”	10/- and wood	0	5d.	
4	8	5	Schoolmaster	.. ..	..	..
5	1	1	Farm labourer	10/-	0	5d.	
6	4	3	”	10/- and wood	1/6	1/-	
7	5	4	”	16/-	1/-	1/3	
8	4	3	Mechanic	.. ..	..	1/-	
9	4	2	”	.. ..	1/6	9d.	
10	4	3	Coastguard	.. ..	..	1/-	
11	5	3	Farm labourer	13/-	1/6	1/-	
12	2	1	”	10/- and wood	0	5d.	
13	4	4	Shepherd	16/-	0	1/3	
14	2	2	Widow	.. ..	1/6	9d.	
15	4	4	Carpenter	16/-	2/-	1/3	
16	3	3	Farm labourer	13/- and wood	0	1/-	
17	3	2	”	16/-	1/6	9d.	
18	2	2	Mechanic	.. ..	1/6	9d.	
19	2	1	Farm labourer	13/-	1/6	5d.	
20	2	2	”	13/- and wood	0	9d.	
21	5	4	Mechanic	.. ..	..	1/3	
22	4	2	Farm labourer	16/-	1/6	9d.	
23	2	1	”	14/-	0	9d.	
24	4	3	”	13/- and wood	0	1/-	
25	4	2	”	10/- and wood	0	9d.	
26	1	1	”	16/-	1/-	5d.	
27	2	2	”	16/-	2/-	9d.	
28	3	3	”	16/-	1/-	1/3	
29	2	1	Widow	.. ..	0	5d.	
30	2	1	Farm labourer	14/-	0	5d.	
31	2	2	Farmer	.. ..	..	10d.	
32	2	2	Farm labourer	14/-	0	9d.	
33	2	2	”	15/-	1/6	9d.	
34	5	4	Mechanic	.. ..	..	1/3	
	106	79				£1 6 5	

Not a penny since the School was opened in 1876.

As above there are at present (July, 1883) 79 Children on the Books, and we can depend upon an Average Attendance of 73 both morning and afternoon, though the majority live over a mile from the School House. Absence in the afternoon is of very rare occurrence; and, as the children, one and all, prefer school to home, the periodical holidays find no favour with them. The charge is 5d. per week for one, 9d. for two, 1s. for three, and 3d. each beyond three of the same family. No discount to farmers for their children. The Government Grant for the year ending March, 1883, was £86 2s.

Materials composing the Mid-day Meals provided at ROUSDON SCHOOL,
DEVON, from October, 1876, to December, 1882.

			£	s	d
FLOUR	.. 16,978 lbs. at 1½d. per lb.	..	106	2	3
SUET	.. 1,268 " 5d.	..	26	8	4
MEAT	.. 3,273 " 6d., 7d., 7½d. and 9d. per lb.	..	83	3	4½
POTATOES	.. 7,556 " 1d. per lb.	..	31	9	8
ONIONS	.. 675 " 1½d. and 227 lbs. at 1d. per lb.	..	5	3	3½
BREAD	.. 4,694 " 1½d. per lb.	..	29	6	9
TREACLE	.. 1,407 " 2½d.	..	14	13	1½
RICE ..	.. 2,652½ " 2d.	..	22	2	1
SUGAR	.. 1,134 " 2½d. and 694 lbs. at 3d. per lb.	..	20	9	9
MILK ..	.. 696 gals. at 8d. per gallon	..	23	4	0
PEAS, BEANS & LENTILS	.. 627½ lbs. " 1½d. per lb., and 172 lbs. at 1d. per lb.	..	4	12	9½
CURRENTS	.. 1,053 " 4d.	..	17	11	0
CABBAGES	.. 1,450 " at 1d.	..	6	0	10
TURNIPS	.. 548 lbs. at 1d. per lb.	..	2	5	8
APPLES	.. 1,264 " 1½d. and 790 lbs. at 1d. per lb.	..	9	17	6
CARROTS	.. 766 " 1d. & PARSNIPS, 196 lbs. at 1d. per lb.	..	4	0	2
PEARL BARLEY	9 " 2½d. " (as a trial only)	..	0	1	10½
JAM ..	.. 478½ " 3½d. and 416½ lbs. at 4d. per lb.	..	13	18	4½
LARD	.. 104 " 6½d.	..	2	16	4
RHUBARB	.. 1,072 " 1d.	..	4	9	4
SAGO ..	.. 162 " 3d.	..	2	0	6
RAISINS ..	.. 658 " 5d.	..	13	14	2
PEPPER AND SALT	.. 130½ " ..	..	1	16	9
SPICE	.. 4½ " at 2s. 8d. per lb.	..	0	12	0
PRUNES	.. 23 " 3½d.	..	0	6	8½
GOOSEBERRIES	.. 70 " 1d.	..	0	5	10
HONEY	.. 18 " 1s.	..	0	18	0
		£447 10 5½			

Total Dinners, 110,221. Cost 107,406 Pence.

Average of Solid Food per Child, almost 8oz, which is more than the little ones can consume.

Letter from the M.P. for the SCOTCH UNIVERSITIES.

STRACATHRO, BRECHIN, N.B.,

1st September, 1883.

DEAR SIR HENRY,

I have much pleasure in responding to your request for some information as to the Dinner which is given during the winter months in the School of Farnell, in this neighbourhood.

Let me state that Farnell is a small country parish, with an area of about six square miles, and a population of about 600. There is no village in it, and the population is pretty equally distributed over its area in farm-houses and cottages. The school is in a central situation. The only thing exceptional in the circumstances of the parish is that it contains Kinnaird Castle—the seat of the Earl of Southesk. The Earl's family and establishment contribute considerably to the population, but do not contribute in the same proportion to the number of children requiring the accommodation of the parish school. I may add that the people of the parish, with the exception of those at Kinnaird Castle, are mostly farmers and working people.

Some years ago it occurred to the parish minister, the Rev. T. A. Cameron, that the school children suffered a serious hardship during the winter months in not having the opportunity of getting a comfortable hot meal during the school day. Many of the scholars came some distance, leaving their homes about 8 a.m. and not getting home again until about 5 p.m.; and all the refreshment they had in the way of food was the "piece" of bread and butter which they brought with them. He observed that in inclement weather the attendance was irregular. He was of opinion that the children would attend more regularly, and be better fitted to resist the effects of bad weather and to profit by the instruction in school, if, during the winter months at least, they had a good hot meal at mid-day.

Lord and Lady Southesk entered heartily into the proposal, and the result was the institution of what may be called a school soup kitchen, which has now been in successful operation for five winters.

By private gifts and subscriptions the "plant" of the soup kitchen was provided. It consists of a boiler, erected in a wooden

building which serves as the teachers' washing-house, a couple of large tin cans, one or two ladles and other utensils, and 120 strong tin bowls. The bowls cost about £3. Mr. Cameron estimates that the whole necessary "plant" for a similar school may be obtained for about £7.

The children bring their own spoons. A Farnell Scholar has regularly his spoon in his satchel along with his books. All that is supplied by the kitchen is the soup. Such of the children as eat bread with the soup bring their own bread, but a number take the soup without bread.

The rotation of soups is pea soup, potatoe soup, and Scotch broth. In all of these vegetables are largely used, and pieces of meat are boiled down. The soup is made both palatable and nourishing.

The children pay the usual school fees for their education. The soup dinner is something extra, and a separate charge is made for it. The charge is $\frac{1}{2}$ d. each child, but where there are more than two scholars of the same family only 1d. is charged for the family. Each child receives as much soup as he desires. He is not restricted to a single bowlful.

During last winter, from 1st December until 9th March, the average daily attendance at the school was 114. The average daily number served with soup was 110, showing that nearly all the scholars availed themselves of the hot meal.

The receipts for the winter were £10 7s. 3d., and the expenditure for the dinner was £10 1s. 11 $\frac{1}{2}$ d., as per abstract subjoined, leaving a balance in hand of 5s. 3 $\frac{1}{2}$ d. To this expenditure, however, two items must be added in order to ascertain the full cost of what was given—(1) gifts of vegetables, meat, &c., which were received from parishioners, to the value of about £10, and (2) a sum of £3 5s. which was paid by the School Board in wages to the cook.

The dinner or soup is served as follows: At the proper hour the principal teacher tells off a number of boys and girls to fetch the soup from the cooking place, in pails, and to bring in the tin bowls. The teachers then, assisted by the elder scholars, serve out the bowls of soup to the scholars, who come up for it in regular order and retire with it to their seats in the school-room. The younger scholars are served separately in the infants' class room. Mr. Cameron writes—

"There is no confusion. I have never heard of an accident. The

whole 120 scholars have taken their dinner in less than twenty minutes from the time the soup was brought in. As the children finish their dinner they retire to the playground. When all have finished, the windows are opened and the rooms aired; and by the time school work is resumed there is not the faintest trace of dinner, or any smell to indicate that the school had been used as a dining hall."

And now as to the results of the institution of this dinner:—

I may mention that the general circumstances of the parish remain very much as they were five years ago. The population has remained stationary in number. The school is under the same teachers. All the difference is that there is now the hot soup in winter.

The following are the statistics of the school, comparing the school year 1878—the year before the dinner was instituted—with the school year last ended:—

	1878.	1883.
Number of pupils on roll ..	150	195
Highest weekly average ..	101	135
Average for the year ..	90	113
Number presented in standards ..	88	97
Do. passed in reading ..	80	82
Do. do. writing ..	86	89
Do. do. arithmetic ..	84	92

The grant earned by the school in 1878, was £89; in 1883, it was £99.

It will be remembered that the dinner account showed a small balance of profit—5s. 3 $\frac{1}{2}$ d.—but that gifts of provisions had been received to the value of about £10. That cost to the parish has, therefore, been met by the additional grant of £10 earned by the school. There was also a cost to the School Board of £3 5s. for the cook's wages, but this may be held to be covered by the additional fees from the increased attendance of scholars. In other words the dinner is given without cost to the parish.

The only cost to the School Board is the payment of a wage of 1s. per day—£3 5s. last winter—to the woman who acts as cook, the elder girls in rotation assist the cook, and in this way get some practical lessons in domestic economy.

As to the benefit to the children, Mr. Cameron writes:—"There

can be no doubt of the physical advantage to the children—seen in the absence of any serious epidemic or illness among them, from which other schools in our neighbourhood have not been free, and in the buoyancy of their spirits. This latter is awanting for some time, so the teachers tell me, after the dinner is stopped."

I believe that the reduction of charge where there are more than two scholars of one family is felt to be a mistake. Now that the rule has been introduced it is not easily altered. But in this respect the Farnell example need not be followed in other places. The reduction of charge is not necessary; and besides, it gives somewhat of a charity appearance to the dinner, which it is desirable to avoid.

I think, too, that it would be an improvement if the spoons for the scholars were, like the bowls, part of the common "plant."

If there is any other information on the subject which you would wish to have, it will give me the greatest pleasure to procure it for you.

Believe me, DEAR SIR HENRY,

Yours very truly,

JAS. ALEX. CAMPBELL.

Sir HENRY W. PEEK, Bart., M.P.

WINTER 1882-83.

EXPENDITURE.

Beef	..	..	..	..	£2	3	3
Sheeps' Heads (2)	..	..	..	..	0	1	2
Dripping	..	..	..	..	1	0	0
Barley	..	..	..	..	0	16	3
Potatoes	..	..	..	..	0	15	0
Peas	..	..	..	..	1	16	7
Carrots	..	..	..	..	1	0	10
Onions	..	..	..	..	0	19	8
Pepper and Salt	..	..	..	..	0	3	5 $\frac{1}{2}$
Coals	..	..	..	..	0	14	4
Soft Soap	..	..	..	..	0	0	7
Soda	..	..	..	..	0	0	11
Tin Can	..	..	..	..	0	2	3
Towels	..	..	..	..	0	3	0
Carriage and Sundries	..	..	..	..	0	4	8

£10 1 11 $\frac{1}{2}$

22805

**END OF
TITLE**